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ABSTRACT

This final report describes activities and accomplishments of the Pacific Basin Deaf-Blind Project, a 3-year federally funded project to provide technical assistance to public and private agencies, institutions, and organizations providing early intervention, educational, transitional, vocational, early identification, and related services to children and youth with deaf-blindness in American Samoa, the Commonwealth of the Northern Mariana Islands, the Federated States of Micronesia, Guam, the Republic of Palau, and the Republic of the Marshall Islands. The report is organized around the project's six technical assistance objectives which stressed: provision of technical services to Departments of Education/Special Education services; the University of Guam and community colleges; service providers; specific assistance to promote the integration of children with deaf-blindness; specific assistance to refine and expand the annual census of students with deaf-blindness; and ongoing collaboration with other related technical assistance projects. Accomplishments for years 1992-93, 1993-94, 1994-95 are listed with project objectives and activities. (DB)

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ED 391 266

# Final Report
# Pacific Basin Deaf-Blind Project
# State & Multi State Projects
# for
# Children with Deaf-Blindness
# 84.025A

1992 - 1995

Submitted by: Dotty Kelly, M.A.
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EC 304515



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## Abstract

The Pacific Basin Deaf-Blind Project is a three year project proposed by the American territory of Guam, Department of Education to serve the following jurisdictions: American Samoa, the Commonwealth of the Northern Mariana Islands, the Federated Stated of Micronesia (Chuuk, Yap, Pohnpei and Kosrae), Guam, the Republiic of Palau and the Republic of the Marshall Islands. The overall goal of the project is to provide technical assistance to public and private agencies, institutions, and organizations providing early intervention, educational, transitional, vocational, early identification, and related services to children and youth with deaf-blindness to ensure that quality programs/services are provided that enable individuals with deaf-blindness to live, work and recreate with friends in their home communities. The project has six technical assistance objectives:

1. To provide technical assistance to Departments of Education/Special Education Services and other service providers, to ensure the use of successful, innovative, and culturally sensitive approaches in providing early identification and intervention, educational, transitional, vocational and related services to children and youth with deaf-blindness.

2. To provide technical assistance to University of Guam and community colleges in conjunction with Part B and Part H CSPD plans in the jurisdictions to provide preserviceand inservice training to para-professionals, teachers, administrators and related services personnel preparing to serve or serving children and youth with deaf-blindness.

3. To provide technical assistance to service providers to facilitate parental and family involvement in the education of their children with deaf-blindness and to assist families in understanding the special problems and needs of their children.

4. To provide technical assistance to promote the integration of children with deaf-blindness with children with other disabilities and without disabilities in regular, age-appropriate neighborhood schools, classrooms, and in the community.

5. To provide technical assistance to refine, maintain and expand (to outer islands) a system in each of the jurisdictions for ongoing screening, assessment, identification and reporting (annual census of students with Deaf-Blindness) of children and youth who are, or are at risk of being, deaf-blind.

6. To continue ongoing collaboration and cooperation with other Technical Assistance projects and organizations including Part B and Part H CSPD coordinators, University of Communilty Colleges to ensure the cost effectiveness and programatic effectiveness of technical assistance to Pacific jurisdictions..

The project will utilize a cadre of consultants who have expertise and experience in serving children and youth with deaf-blindness. Whenever possible, local consultants from the region and individuals from local Community College and University programs will be involved in the provision of technical assistance. The Deaf-Blind Project will engage in ongoing cooperation and collaboration with the State Educational agencies, the lead agencies under Part B and Part H of IDEA and other grants and cooperative agreements providing technical assistance such as the Western Regional Resource Center, (WRRC), the National Early Childhood Technical Assistance Systems (NECTAS), Teaching Research Assistance to Children and Youth Experiencing Sensory Impairments (TRACES), Helen Keller Technical Assistance Center, Hilton-Perkins Project-International, Technical Assistance for Parent Programs (TAPP) and the Pacific Region Educational Laboratory (PREL), etc. Parents will be involved in all aspects of the project including needs assessments, planning and implementation of technical assistance and evaluation. Project evaluation will include satisfaction data, mastery of knowledge data, skill implementation data, systems change/program impact data (i.e., numbers of students included in regular schools and regular classrooms, supported employment, etc.) and child change/outcome data.

Our goal is to impact every child who is deaf-blind in every classroom, school, community and jurisdiction in the Pacific Basin Project. We anticipate that 60-70 students with deaf-blindness will benefit, additionally, at least 150 family members and 75-100 educational service providers will receive support and training in best practices for students with deaf-blindness.

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# PART I
# PURPOSE, GOALS & OBJECTIVES

## Project Objectives and Activities

OBJECTIVE 1.

**1. To provide technical assistance to departments of education/Special Education Services and other service providers, to ensure the use of successful, innovative, and culturally sensitive approaches in providing early identification and intervention, educational, transitional, vocational and related services to children and youth with deaf-blindness.**

Activity 1.1 Provide an intensive educational opportunity to selected trainees from each jurisdiction via an annual, three week Deaf-Blind Summer Institute located at the University of Guam. The Summer Institute will provide preparation across the entire range of disorders that affect students with deaf-blindness: visual impairments, hearing impairments, moderate to severe cognitive disabilities, severe physical disabilities, communication disorders, severe behavior disorders, and the combinations of these disorders. Within the Summer Institute, trainees will participate in practicum with students with dual sensory impairments of all ages in integrated school and community settings. The goal of this Summer Institute program is to build capacity in each jurisdiction by developing the knowledge and skills of two to three selected staff members who can act as on-island "specialists" to assist teachers serving students with deaf-blindness. By providing this series of three Summer Institutes and follow-up consultation on-island, we can provide "specialists" with a strong foundation of knowledge and practical expertise to address educational issues and family needs in their own communities for students with dual sensory impairments. This Project has adopted the philosophical and program competencies from the University of Arizona (Tuscon, AZ.) personnel preparation program for teachers of students with deaf-blindness. See Appendix J for this specific information.

Activity 1.2 Assist each jurisdiction with planning and implementing the replication of successful innovative "best practices" and approaches within their own jurisdiction. Targeting identified students with dual sensory impairments, consultants will assist staff on site in replicating best practice strategies in classrooms and/or village settings, as appropriate to, meet students needs. This on-site follow-up will be designed to:

(1) reinforce the knowledge and skills taught via the Deaf-Blind Summer Institute; (2) ensure that "best practices" strategies for students with dual sensory impairments are being utilized; (3) assist each jurisdiction with planning and implementing the replication of successful innovative practices and approaches within their own jurisdictions.

One such model being considered for replication/adaptation is the Utah Intervenor Service Model. For remote islands, where there is little educational opportunity for some children with dual sensory impairments, this model will be adapted to provide training to persons who are interested and caring...who could (given the Intervenor training) provide appropriate information, education and support to families and children with dual sensory impairments See Appendix F for a brief description on the Utah Intervenor Service Project. The Utah Project will be providing training materials and assistance as needed.

Activity 1.3 Assist jurisdictions in planning and implementing strategies for sharing and information exchange across jurisdictions that will enhance programs and services for students with dual sensory impairments. For example, many of the practices implemented in the CNMI on placement of students in neighborhood school may be practices that would be of interest for implementation in Chuuk or Kosrae. Jurisdictions can look to each other for sharing information on successful strategies...and rely less on mainland or U.S. models. Meeting times will be scheduled in conjunction with WRRC meetings in the Pacific and on the mainland to

enable Pacific jurisdiction representatives to share successful strategies and practices they are implementing that might generalize to other jurisdictions.

**OBJECTIVE 2.**

**To provide technical assistance to University of Guam and community colleges in conjunction with Part B and Part H CSPD plans in the jurisdictions to provide preservice and inservice training to para-professionals, teachers, administrators and related services personnel preparing to serve or serving children and youth with deaf-blindness.**

Activity 2.1 Work with educational agencies (Part B and Part H CSPD) and the University of Guam and Community College Teacher Education programs to plan and implement strategies/ways the Project might assist in developing the expertise of Instructors in the area of dual-sensory impairments.

Activity 2.2 In cooperation with universities and colleges, make college/university credit available to trainees participating in the Deaf-Blind Summer Institute and other training programs provided through the Project.

Activity 2.3 Cooperate with the university and college programs in order to utilize the technology available for long-distance training via satellite transmission to meet the needs of agencies, service providers and families of deaf-blind children.

**OBJECTIVE 3.**

**To provide technical assistance to agencies and service providers to facilitate parental and family involvement in the education of their children with deaf-blindness and to assist families in understanding the special problems and needs of their children.**

Activity 3.1 Provide agencies and service providers with information and strategies for:

(1) involving parents in educational program planning and implementation;

(2) assisting parents in understanding the special need of their children and how they can help support learning at home and in the community; and

(3) assisting families in planning for the futures of their children and recognizing their capabilities.

Activity 3.2 Assist administrators with planning and implementing strategies to include parents of children with dual sensory impairments in parent groups, workshops, meetings, consultations and counseling.

Activity 3.3 To involve parents in any on-site technical assistance visit...to meet with parent groups, include parents in all workshops or trainings provided by project consultants, and make home visits to meet with parents.

**OBJECTIVE 4.**

**To provide technical assistance to promote the integration of children with deaf-blindness with children with other disabilities and without disabilities in regular schools, classrooms, and communities.**

Activity 4.1 Provide intensive training with on-site follow-up and model site visitations to parents and educational personnel responsible for integrated services for students with dual sensory impairments. This training will include: (1) information on specific needs of dual sensory impaired students within integrated, community-based programs (cf Goetz, Guess, & Stremel-Campbell, 1987); (2) strategies to develop and implement a plan for restructuring to develop an integrated service delivery system appropriate to Pacific Island cultures and locations; (3) strategies for effectively involving and supporting parents and families with information on integration and inclusion of their children with deaf-blindness.

In order to accomplish this, "SCHOOLS ARE FOR ALL KIDS" trainings will be provided on site in selected jurisdictions to ensure participation by all key stakeholders including regular school principals, special education and regular education teachers, related service personnel and parents. Practical strategies will be shared to ensure the successful inclusion of students with deaf-blindness into the least restrictive environment. See Appendix G for a brochure in the "SCHOOLS ARE FOR ALL KIDS" workshop.

Activity 4.2 Assist administrative personnel and stakeholders in jointly developing and implementing an LRE/Integration plan to ensure services for students with dual sensory impairments in age-appropriate regular schools and classrooms. The T.A. Director will assist in this process and in facilitating networking between jurisdictions in regard to successful LRE plans that have been developed and implemented in jurisdictions.

Activity 4.3 To assist school site teams (principals, special education staff, regular education teachers and parents) in developing and implementing integration/inclusion plans and providing training and support to staff to effectively implement strategies to include students with deaf-blindness in age-appropriate, general education classrooms for instruction and interaction opportunities with nondisabled peers. Training will be provided via the "SCHOOLS ARE FOR ALL KIDS" (SAFAK) workshops to develop systematic LRE plans based on research data from the California Research Institute at San Francisco State University. See Appendix G for a brief description of the SAFAK workshops. In our previous grant, SAFAK was adapted for the Pacific Basin; a team of trainers, located in Guam, will provide the training on site in the targeted jurisdictions.

**OBJECTIVE 5.**

**To provide technical assistance to refine, maintain and expand to outer islands a system in each of the jurisdictions for the ongoing screening, assessment, identification and reporting (annual census of students with Deaf-Blindness) of children and youth who are, or are risk of being, deaf-blind.**

Activity 5.1 Assist in the development of a plan to expand census activities with the special education coordinators of the jurisdictions that have outer islands where Deaf-Blind screening has not been accomplished to date. These jurisdictions are the Marshalls, (FSM, Chuuk and Yap) and Palau. Since most of these jurisdictions fund regular department field trips to these locations, a cost-effective strategy is feasible. This is possible now that a simple, portable screening process, using a Madsen Pocket Auditory Tester and the Efron Visual Acuity Test, is in place (staff are trained and the equipment has been provided).

Activity 5.2 A meeting will be held annually with Special Education coordinators and/or their designated personnel to review and update/revise the procedures as needed. Since all of our census data on students who are deaf-blind is now on a computerized data base, jurisdictions will not have the laborious task of completing the forms "from scratch" each year. They will only need to review the data and update it annually. Specific needs assessment data will continue to be collected annually as part of this process.

**OBJECTIVE 6.**

**To continue ongoing collaboration and cooperation with other Technical Assistance projects, organizations including Part B and Part H CSPD coordinators and University and Community Colleges to ensure the cost effectiveness and programmatic effectiveness of technical assistance to Pacific jurisdictions.**

The major TA projects serving the Pacific include:

- •The Western Regional Resource Center (WRRC)
- •The National Early Childhood Technical Assistance Project (NECTAS)
- •The Pacific Region Educational Laboratory (PREL)
- •Tapp Parent Training Network (TAPP)
- •Teaching Research Assistance to Children and Youth Experiencing Sensory Impairments (TRACES)
- •Pacific Research and Rehabilitation Training Center (R R & T)

Note: See other collaborating agencies that are in local jurisdictions in Appendix A "Descriptions of Pacific Jurisdictions".

Activity 6.1 Participate in T.A. planning meetings with T.A. agencies and projects serving the Pacific Basin in order to share information and collaborate in T.A.

activities. These meetings are generally held 2-3 times a year in conjunction with WRRC meetings in order to enable T.A. coordinators to engage in a comprehensive planning effort to ensure that needs are met effectively and efficiently throughout the Pacific Basin. Many collaborative activities are generated as a result of these meetings.

Activity 6.2 Participate in the development of a quarterly T.A. calendar for the Pacific Basin. A calendar of T.A. activities and timelines is developed at the beginning of the T.A. year by the T.A. agencies (listed above) and updated quarterly. This calendar is disseminated to all Pacific jurisdiction Health and Education agencies and all T.A. agencies that serve the Pacific Basin.

Activity 6.3 Participate in regular phone conferences with T.A. agencies and projects serving the Pacific Basin in order to share information and collaborate on T.A. activities. Telephone calls and phone conferences are held throughout the year to keep track of T.A. revisions, issues, concerns, etc.

Note: A timeline for each objective is shown in Table 7 for the 36 month duration of the Project.

# PART I I

# DESCRIPTION OF PROJECT ACCOMPLISHMENTS/ACTIVITIES

# YR 03 ACTIVITY REPORT

## OBJECTIVE 1.

Activity

1.1 In Year 03 the concensus decision of the D-B specialists (Summer Institute Participants), families, Special Education Coordinators and project trainers/instructors was to put all project resources into on-site technical assistance, training and followup for the D-B Specialists serving children with deaf-blindness and their families. Therefore, in Year 03 no D-B Summer Institute was held.

Two exceptions were made regarding off-island training as follows:

(1) Two participants (D-B Instructors) were sent from Guam DOE to a Summer Institute provided by the Perkins National Deaf-Blind Training Project and San Diego State University July 8-13, 1995. This Summer Institute focused on Communication with Learners who are Deaf-Blind.

(2) A total of four participants were sent from Guam and Pohnpei to the American Federation for the Blind (AFB) "Hand In Hand" trainings on Curriculum Content and Training of Trainers August 15-23 in San Francisco and in Seattle in August 1995.

Both of these trainings were accessed in order to build the capacity of Pacific/indigenous trainers. These trainers will be utilized in the following D-B project to train the D-B Resource Specialists in each jurisdictions.

Activity

1.2 Onsite followup visits were made to each jurisdiction in 94-95 to provide followup TA and training to D-B Resource Specialists (that had participated in the D-B Summer Institutes). The following site visits were made by D-B Summer Institute Instructors:

1) David FInn, Ed. D. to American Samoa - Feb 1995;
2) Rene Ranola, R.P.T. to CNMI (Saipan, Rota & Tinian) Feb 13-17, 1995;
3) Linda Frank to Chuuk, FSM (islands of Weno, To.. Dublon, Oneop & Lekinioch) April 24-May 2, 1995.
4) Mellanie Lee to the Republic of the Marshall Islands May 1995;
5) Josephine (Bing) Santos to Yap, FSM, May 21-26, 1995;
6) Josephine (Bing) Santos to Palau, June 4-10, 1995;
7) Mellanie Lee to Pohnpei, FSM, June 1995;
8) Guam- Rene Ranola, Linda Frank, Josephine Santos, March-June 1995.

The following is a summary of each of the above listed site visits:

**American Samoa**

1. Date - February '95

   TA follow-up was provided by David Finn, Ed. D.

2. Follow-up was provided to: Mele Faiai, Taelelea Laulu, Lasela Salanoa, Taufau Fagasa

3. Follow-up was provided on:
   - 3.1 Utilization of the MAPPs assessment
   - 3.2 Communication Systems
   - 3.3 Classroom Activity analysis process
   - 3.4 Peer support program
   - 3.5 N.O.S.E.S. Assessment protocol

4. TA Outcomes
   - 4.1 Conducted MAPs for students. Students have had an increase in services and are functioning better
   - 4.2 Made early childhood programs available for D-B students
   - 4.3 Improved attitudes of regular teachers working with children with deaf-blindness
   - 4.4 Modification of student program based on NOSES assessment
   - 4.5 Matafao Elementary School have developed a strong peer support program for students
   - 4.6 Provided a workshop to regular teachers on the NOSES assessment

**CNMI - Saipan, Tinian and Rota**

1. Date: February 13-17, 1995

   TA Follow-up was provided by Rene Ranola, R.P.T.

2. Follow-up was provided to: Manuel Ogarto, Susan Riva, Davinia Rabago, Frank Arurang, Bernard Taitano, Julie Lieto, Josephine Planas, Estras Sumor, Mystica Kaipat, Margarita Taitano, Dionisia Taitano, Lucinda Laniyo, James Kaniki, Emily Manglona, Lucia Calvo

3. Follow-up was provided on:
   - 3.1 MAPs assessment process
   - 3.2 Peer Support System: Circle of friends and peer buddies
   - 3.3 Sign language instruction

4. TA Outcomes:
   - 4.1 Two sign language classes were provided at Hopwood JHS. One was beginning Sign Language with 28 students and the other is Advanced Sign Language with 26 students
   - 4.2 The principal at San Antonio Elementary School has agreed to include sign language as an elective on the school
   - 4.3 Students demonstrations increase in academic skills
   - 4.4 Sign Language class taught to 6th graders 5x week/30 min. per class at OES elementary
   - 4.5 Communication systems developed for students
   - 4.6 MAPs completed with students
   - 4.7 Establish peer support groups for students

**Chuuk (FSM) - Weno, Tol, Dublon, Oneop and Lekinioch islands**

1. Date - April 24-May 2, 1995

   TA Follow-up was provided by Linda Frank

2. Follow-up was provided to: Tercy Cholamay, Emmine Sirom, Leonina Sabastian, Sophie Esah, Kathy Nedelee

3. Follow-up was provided on:

   3.1 Functional assessment strategies

   3.2 Communication systems: Gestural Dictionary sign language, communication picture board, total communication picture board, total communication, object picture schedule box and boards

   3.4 Peer buddy systems and peer tutoring

4. TA Outcomes:

   4.1 Conducting sign language classes for Weno Community & Tol island

   4.2 Conducting community awareness regarding children with deaf-blindness and other special needs

   4.3 Deaf-blind screening and TA follow-up is provided to outer islands of Chuuk State

**Marshall Islands - Majuro**

1. Date May '95

   TA follow-up was provided by Mellanie Lee

2. Follow-up was provided to: Clena Bujen, Teikla Morris, and Hilda Nelson.

3. Follow-up was provided on:

   3.1 Communication and sign language strategies and systems

   3.2 Utilizing the MAPPs strategy for assessment to determine priorities for instruction

   3.3 Teaming to provide "buddy program" in a collaborative manner to include students in PE class and lunchroom and recess interactions and activities with non-disabled students

   3.4 Utilizing a classroom activity analysis process for determining what to teach on a regular basis

4. TA Outcomes:

   4.1 Five sign language classes were provided over a 2 week period for parents, regular educators and Sp. Ed. teachers

   4.2 MAPs were completed for students

   4.3 Taught non-disabled students sign language and other communication strategies to ensure interaction

   4.4 Implemented "Buddy" program to ensure successful inclusion at lunch time and recess

   4.5 Conducted workshop on four outer atolls on assessment strategies

   4.6 Taught Head Start Teachers how to do classroom activity analysis

   4.7 Taught sign language via local T.V..

**YAP (FSM)**

1. Date - May 21-26, 1995

   TA follow-up was provided by Josephine (Bing) Santos

2. Follow-up was provided to: Gertrude Rueppin Naz Ganangred

3. Follow-up was provided on:

   3.1 Teacher Intervention Checklist

   3.2 Child Identification

   3.3 Screening instruments

   3.4 IEP writing

   3.5 Signing language training

   3.6 MAPs - family interview process

   3.7 Modification/adaptation of toys, furniture

   3.8 Involving families

   3.9

4. TA Outcomes:

   4.1 Training provided to parents in sign language

   4.2 Teachers at MAPP elementary use sign language in classroom to accommodate students

   4.3 Parents and Head Start staff were initiating to use of sign language with students in Head Start

   4.4 Mini workshops were conducted during summer with faculty at MAAP Elementary to modify instructual strategies

**Palau**

1. Date - June 4 - 10, 1995

   TA Follow-up was provided by Josephine (Bing) Santos

2. Follow-up was provided to: Erica Elechuus, Helen Sengebau, Nora Singeo, Norma Mersai, Elizabeth Watanabe, Gresencia Brel, Monica Blesoch, Jemmy Blelai, Angelina Ngemaes

3. Follow-up was provided on:

   3.1 Hearing/Vision Screening procedures

   3.2 AAC

   3.3 Peer support strategies

   3.4 Sign language

   3.5 MAPPs

   3.6 Classroom activity analysis

   3.7 Adaptation of materials, instructural strategies and physical environments

4. TA Outcomes:

   4.1 Taught sign language to 1st grade class

   4.2 Implemented peer support group strategy

   4.3 Communication board was designed and implemented with a student

   4.4 Sign language class provided for 15 teachers at Koror Elementary

   4.3 MAPPs conducted for students and families

   4.3 Sign language classes provided to Head Start teachers, aides, students, and cooks

   4.4 Provided workshop to Head Start staff: Disability Awareness and peer networking

   4.5 Student has learned to communicate via signing

4.6 Student is utilizing communication board

4.7 Peer support system established for student

4.8 Children in Head Start centers had following modifications completed:
corner chair, large pictures, home-made pillows for support

4.9 Sign language training in 3 schools:
Aimeliik, Meyuns & Airai

**Pohnpei:**

1. Date: June 1995 TA follow-up provided by - Mellanie Lee
2. Follow-up was provided to Robina Anson, Etsinter Elias, Anna Rae Yamada, Welber Santos, Brigida Suzuki, Soshy Isac (unavailable)
3. Follow-up was provided on:
   - 3.1 Communication and sign language strategies and systems;
   - 3.2 Facilitating the use of community resources and services for students transitioning from school to work settings;
   - 3.3 Developing peer supports for students in jobs to ensure successful transition;
   - 3.4 Adapting and modifying materials and instructual strategies and environments to enhance visual and auditory learning;
   - 3.5 Teaming to provide services in a collaborative manner to students with deaf-blindness and their families;
   - 3.6 Utilizing the MAPPs strategy for assessment to determine priorities for instruction e.g. to write goals and objectives and plan instructural activities

4. TA Outcomes:
   - 4.1 Trained Bus drivers and teachers in a 2 week sign language course
   - 4.2 Developed jobs for transition-aged students
   - 4.3 Sign language course was taught for teachers, staff and parents at Mad Center
   - 4.4 Student and family was provided an E-Tran board for communication needs
   - 4.5 Adapted song book for students
   - 4.6 Classroom and home arrangements were adapted (furniture) for student

4.7 Regular Ed Students interacted with student

4.8 Sign language course was taught for bus drivers and staff at Pohnpei Center

4.9 Assessed six students using MAPPs

4.9.1 Taught cooperative games to student and non disabled peers to enable play

4.9.2 Taught sign language to non-disabled students to support interaction

4.9.3 Developed picture schedule for student

4.9.4 Integrated students into Home Arts and Agriculture classes

**OBJECTIVE 1. Continued**

Activity

1.3 Information exchange regarding best practices and successful strategies used for students with deaf-blindness was provided during the 1995 Pacific Rim Conference. Representatives from all the jurisdictions participated in a panel presentation at the Pacific Rim Conference. This conference is attended annually by 400-500 special and general educators, family members and consumers.

Within each jurisdiction the D-B Resource Specialists provided an array of workshops and classes for family members, teachers, aides, bus and boat drivers and students on the following topics: Peer support programs, sign language, AAC, MAPPs, Communication systems, Adaptation of Instructional Strategies, materials and environments, community awareness, D-B screening and assessment, classroom activity analysis.

**OBJECTIVE 2.**

Activity

2.1 Work continues with Hawaii UAP, WRFIT, Part B & Part H, CSPD, University of Guam and Community Colleges to plan ways that the leadership cadre (of Summer Institute Instructors) and the team leaders in each jurisdiction can play a role in teacher, paraprofessional and related services personnel training to support "best practice" curriculum and instructional strategies for students with deaf-blindness.

Activity

2.2 Summer Institute Instructors provided long-distance instruction for D-B children across the Pacific Basin via the PEACESAT Satellite. Two-threee calls were implemented per each of the 10 sites.

College credit was arranged for the '94 D-B Summer Institute participants through the University of Guam. In order to receive credit participants developed and implemented an Action Plan for work with deaf-blind students during year 03.

**OBJECTIVE 3.**

Activity

3.1 TA has been provided via onsite visits by Summer Institute Instructors during 94-95. Also, D-B Resource Specialists have provided TA to service providers to facilitate parent involvement in communication MAPPS, inclusion in regular schools and classrooms, etc.

Summer Institute participants following the Summer Institute have included in their Action Plans specific activities related to:

1) Involving families in educational program planning and implementation;
2) Assisting families in understanding the special needs of their children and how they can support learning at home and in the community; and
3) Planning for the futures of their children with deaf-blindness.

Activity

3.2 Continuing efforts in each jurisdiction include:

1) D-B Resource Specialists providing leadership for support to families;

2) D-B Resource Specialist working with teachers of D-B students to ensure family support and involvement.

Activity

3.3 During each on-site visit by Summer Institute Instructors, home visits were made to meet with families & D-B children. Also D-B Resource Specialists in each jurisdiction are working with families on a continuing basis.

**OBJECTIVE 4.**

Activity

4.1 Deaf-Blind Resource Specialists are working in each jurisdiction along with the Sp. Ed. Coordinator to ensure that all children with deaf-blindness are receiving services in the least restrictive environment. Much progress has been achieved in Palau, Chuuk, Pohnpei and the Marshall Islands to service children in schools versus homebound services. Children who have been served in special center programs have been transitioned to regular schools and many are being included in regular classrooms for all or part of the school day.

Activity

4.2 The D-B Project has been working collaboratively with the Pacific Systems Change Project for Including Students (Partnerships for Inclusive Community, Education Services and Supports). Through this collaboration process plans are being developed and implemented to include children with deaf-blindness

in age-approriate classrooms and to ensure interaction with non-disabled peers on an ongoing basis.

Activity

4.3 In collaboration with the PICES project a training Institute was co-sponsored in Saipan Aug. 6-11, 1995 "Building Inclusive Practices in Schools and Communities." School-community teams were sponsored to participate. Each team developed a Plan of Action to support inclusive practices in their school and community. Onsite followup TA and training was provided during 94-95.

**OBJECTIVE 5.**

Activity

5.1 Provided child-count screening and assessment technical assistance to the Republic of the Marshall Islands for Enewetok Atoll. Three children were identified for the D-B census. Mellanie Lee provided this TA to Enewetok.

Update the D-B screening process and supplies/materials to ensure that children on remote outer islands are also included in the D-B Census and receive services.

Activity

5.2 Meetings were held in each jurisdiction with Sp. Ed. Coordinators and D-B Resource Specialists to review, revise and update the D-B census procedures. This was addressed during onsite followup as specified in 1.2.

**OBJECTIVE 6.**

Activity

6.1 TA collaboration was addressed in the Pacific Interagency Leadership Conference held in Honolulu, March 26-31, 1995. All TA collaborators were involved including Part B, Part H and CSPD Coodinators and University and Community College representatives. TA collaborators include: NECTAS, TAPP, WRRC, RR+T Center, RAP, WRFIT, PREL, Hawaii UAP/Pacific Outreach Initiative (POI) Projects, Guam UAP, Pacific Basin UAP sites in CNMI and American Samoa.

Activity

6.2 A TA calendar is coordinated and published in the HUAP Pacific Outreach Initiative (POI) "POI TALK" newsletter disseminated quarterly.

Activity

6.3 TA Teleconferences continue in order to plan and implement the Pacific Interagency Leadership Conference that supports collaborates TA efforts and interagency efforts in each jurisdiction.

# PART III

# PROJECT CHANGES

PROJECT CHANGES:

The only project change was in the activity for objective one. The Summer Institute for year 03 was changed to onsite training in each jurisdiction. This was based on a consensus agreement between the Sp Ed Coordinators in each jurisdiction, D-B Specialist, families and project staff and consultants. All the stakeholders agreed that onsite training and consultation in year 03 would provide the maximum benefits to children with Deaf-blindness and their families.

# PART IV

# PROJECT IMPACTS

## PROJECT IMPACTS:

Project impacts were significant in terms of outcomes for the programs, staff and children with deaf-blindness and their families. These impact statements are listed in Part II: Description of Project Accomplishment for Year 03. Also, in terms of all three project years please refer to the following table that summarizes accomplishments for Years 01-03 by objective and activity.

PACIFIC BASIN DEAF-BLIND PROJECT
1992-1995
Guam Department of Education/University of Hawaii, University Afiliated Program

| Project Objectives | Activities | Accomplishments YR 01 (1992-1993) | Accomplishments YR 02 (1993-1994) | Accomplishments YR 03 (1994-1995) |
|---|---|---|---|---|
| 1) To provide technical assistance to departments of education/ special services and other service providers, to ensure the use of successful, innovative, and culturally sensitive approaches in providing early identification and intervention, educational, transitional, vocational and related services to children and youth with deaf-blindness. | 1.1) Provide an intensive educational opportunity to selected trainees from each jurisdiction via an annual, three week Deaf-Blind Summer Institute located at the University of Guam. | 1.1 A planning meeting for the D-B Summer Institute 1993 was held in Pohnpei in collaboration with a Western Regional Resource Center workshop on Sunday, December 13. Special education coordinators and/or their designees attended this meeting to provide input on the D-B Summer Institute for 1993, the Deaf-Blind Census, etc. Given the positive feedback from participants and instructors, the Institute was extended from 3 weeks to 4 weeks. Many jurisdictions funded additional participants to attend. Most of the same instructors were involved in 1993 because of their expertise, to preserve continuity and to provide advanced instruction in the areas of Communication, Occupational and Physical Therapy, Curricular & Instructional Strategies & Inclusion. The '93 Summer Institute was held in Guam at the University of Guam form June 14-July 9 (4 weeks). Thirty-seven participants returned with an additional twenty-nine new participants, twenty-seven of these were funded by jurisdictions. | 1.1 Third annual D-B Summer Institute '94 was provided in Guam at University of Guam. Fifty to Sixty participant returned for three weeks of training. | 1.1 In Year 03 the concensus decision of the D-B specialists (Summer Institute Participants), families, Speical Education Coordinators and project trainers/ instructors was to put all project resources into on-site technical assistance, training and followup for the D-B Specialists serving children with deaf-blindness and their families. Therefore in Year 03 no D-B Summer Institute was held.<br><br>Two exceptions were made regarding off-island training as follows: (1) Two participants (D-B Instructors) were sent from Guam DOE to a Summer Institute provided by the Perkins National Deaf-Blind Training Project and San Diego State University July 8-13, 1995. This Summer Institute focused on Communication with Learners who are Deaf-Blind. (2) Four participants were sent from Guam and Pohnpei to the American Federation for the Blind (AFB) "Hand In Hand" trainings on Curriculum Content and Training of Trainers August 15-23 in San Francisco and in Seattle in August 1995. Both of these trainings were accessed in order to build the capacity of Pacific/indigenous trainers. These trainers will be utilized in the following D-B project to train the D-B Resource Specialist in each jurisdiction. |
| | 1.2. Assist each jurisdiction with planning and implementing the replication of successful innovative "best practices" and approaches within their own jurisdiction. This on-site follow-up will be designed to:<br><br>1) reinforce the knowledge and skills taught via the Deaf-Blind Summer Institute; | 1.2 Follow-up on-site was not provided this fiscal year because of limited funding. However, topical conference calls were held with the summer '92 instructors and participants via the PEACESAT SATELLITE Station in each jurisdiction and Hawaii. The schedule, topics, and instructors for the calls were as follows: | 1.2 Selected on-site visits were made to provide supervision and support to D-B Resource Specialists (Summer Institute Participants). Site visits were made by the Summer Institute Instructors. Site visits were implemented as follows:<br><br>1) Judy Boughton to Kosrae Nov. 1-6, 1994 | 1.2 Onsite followup visits were made to each jurisdiction in 94-95 to provide followup TA and training to D-B Resource Specialists (that had participated in the D-B Summer Institutes). The following site visits were made by D-B Summer Institute Instructors:<br>1) David Finn, Ed. D. to American Samoa - Feb 1995;<br>2) Rene Ranola, R.P.T. to CNMI (Saipan, Rota & Tinian) Feb 13-017, 1995; |



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| Project Objectives | Activities | Accomplishments YR 01 (1992-1993) | Accomplishments YR 02 (1993-1994) | Accomplishments YR 03 (1994-1995) |
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| | 2) ensure that "best prac tice" strategies for students with dual sensory impairments are being utilized;<br>3) assist each jurisdiction with planning and implementing the replication of successful innovation | 1. **Linda Frank** (Guam DOE) Augmentative Communication for D-B Students February 9/10, 1993<br><br>2. **Mellanie Lee** (San Francisco) Functional Assessment for D-B February 16/17, 1993<br><br>3. **Becky Chargulaf & Josephine Santos** Sign Language Instruction for D-B students March 16/17, 1993<br><br>4. **Judy Boughton** Occupational & Physical Therapy Strategies for D-B Students April 19/20, 1993<br><br>5. **Terry Welch** Assessment Screening & Instructional Strategies for D-B students May 18/19, 1993 | 2) Josephine Santos to Palau Nov. 15-21, 1994<br>3) Ruth Taimanglo to Pohnpei Nov. 15-21, 1994<br>4) Linda Frank to Chuuk Nov. 29-Dec. 3, 1994<br>5) Rene Ranola to Saipan Nov. 29-Dec. 3,1994<br>6) Mellanie Lee to Majuro Jan. 8-15, 1994<br>7) Mellanie Lee to Ebeye Jan. 15-21, 1994<br>8) Mellanie Lee to Am. Samoa Jan. 23-30, 1994<br>9) Josephine Santos to Yap Feb. 6-13, 1994<br>10) Judith Boughton to Rota and Tinian, May 24-25, 1994<br>11) All Guam Instructors - Guam Jan/Feb 1994 | 3) Linda Frank to Chuuk, FSM (islands of Weno, To.. Dublon, Oneop & Lekinioch) April 24-May 2, 1995.<br>4) Mellanie Lee to the Republic of the Marshall Islands May 1995;<br>5) Josephine (Bing) Santos to Yap, FSM, May 21-26, 1995;<br>6) Josephine (Bing) Santos to Palau, June 4-10, 1995;<br>7) Mellanie Lee to Pohnpei, FSM, June 1995;<br>8) Guam- |
| | 1.3 Assist jurisdictions in planning and implementing strategies for sharing and information exchange across jurisdictions that will enhance programs and services for students with dual sensory impairments. | 1.3 Time for information exchange regarding best practice and approaches used for students who are D-B for jurisdictions was funded during the Summer Institute 1993. | 1.3 Information exchange regarding best practice and approaches used for students who are D-B was presented during the Summer Institute 1994. Institute participants prepared presentations to the Summer Institute to present to other Institute participants and Instructors. Presentations included a report (outlined on an overhead) of each target D-B students' instructional needs, current program, successful strategies and current issues and challenges that need to be addressed. | 1.3 Information exchange regarding best practices and successful strategies used for students with deaf-blindness was provided during the 1995 Pacific Rim Conference. Representatives from all the jurisdictions participated in a panel presentation at the Pacific Rim Conference. This conference is attended annually by 400-500 special and general educators, family members and consumers.<br><br>Within each jurisdiction the D-B Resource Specialists provided an array of workshops and classes for family members, teachers, aides, bus and boat drivers and students on the following topics: Peer support programs, sign language, AAC, MAPPs, Communication systems, Adaptation of Instructional Strategies, materials and environments, community awareness, D-B screening and assessment, classroom activity analysis. |

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| Project Objectives | Activities | Accomplishments YR 01 (1992-1993) | Accomplishments YR 02 (1993-1994) | Accomplishments YR 03 (1994-1995) |
|---|---|---|---|---|
| 2) To provide technical assistance to University of Guam and community colleges in conjunction with Part B and Part H CSPD plans in the jurisdictions to provide preservice and inservice training to paraprofessionals, teachers, administrators and related services personnel preparing to serve or serving children and youth with deaf-blindness. | 2.1 Work with educational agencies (Part B and Part H CSPD) and the University of Guam and Community College Teacher Education programs to plan and implement strategies/ways the Project might assist in developing the expertise of instructors in the area of dual-sensory impairments.<br><br>2.2 In cooperation with universities and colleges, make college/ university credit available to trainees participanting in the Deaf-Blind Summer Institute and other training programs provided through the project.<br><br>2.3 Cooperate with the university and college programs in order to utilize the technology available for long-distance training via satellite transmission to meet the needs of agencies, service providers and families of deaf-blind children. | 2.1 A meeting was held February '93 and also in August '93 including University of Guam, Guam Community College, American Samoa Community College & CNMI Community College. The February '93 meeting was held in conjuction with the newly funded Pacific Satellite UAP coordinated through the University of Hawaii UAP.<br>The Aug '93 meeting was held in collaboration with the Western Region Faculty Institute for Training (WRFIT), University of Colorado and the Hawaii UAP.<br><br>2.2 College credit was arranged for the '93 D-B Summer Institute participants through the University of Guam. In order to receive credit participants developed and are implementing an Action Plan for work with deaf-blind students during year 02. | 2.1 Work continues with Hawaii UAP, WRFIT, Part B & Part H, CSPD, University of Guam and Community Colleges to plan ways that the leadership cadre (of Summer Institute Instructors) and the team leaders in each jurisdiction can play a role in teacher, paraprofessional and related services personnel training to support "best practice" curriculum and instructional strategies for students with deaf-blindness.<br><br>2.2 Summer Institute Instructors provided long-distance instruction for D-B children across the Pacific Basin via the PEACESAT satellite. Two-three calls were implemented per each of the 10 sites. | 2.1 Work continues with Hawaii UAP, WRFIT, Part B & Part H, CSPD, University of Guam and Community Colleges to plan ways that the leadership cadre (of Summer Institute Instructors) and the team leaders in each jurisdiction can play a role in teacher, paraprofessional and related services personnel training to support "best practice" curriculum and instructional strategies for students with deaf-blindness.<br><br>2.2 Summer Institute Instructors provided long-distance instruction for D-B children across the Pacific Basin via the PEACESAT satellite. Two-three calls were implemented per each of the 10 sites.<br>College credit was arranged for the '94 D-B Summer Institute participants through the University of Guam. In order to receive credit participants developed and implemented an Action Plan for work with deaf-blind students during year 03. |
| 3. To provide technical assistance to agencies and service providers to facilitate parental and family involvement in the education of their children with deaf-blindness and to assist families in understanding the special problems and needs of their children. | 3.1. Provide agencies and service providers with information and strategies for:<br>1) Involving parents in educational program planning and implementation; | 3.1 Involving families in educational program planning, implementation and supporting learning at home and in the community & futures planning for children with deaf-blindness is an objective that was addressed by Instructors in the Summer Institute '93. | 3.1 TA has been provided via onsite visits of Summer Institute Instructors, satellite instruction & the '94 Summer Institute for families of D-B Resources Specialists and SPED Coordinators. | 3.1 TA has been provided via onsite visits by Summer Institute Instructors during 94-95. Also, D-B Resource Specialists have provided TA to service providers to facilitate parent involvement in communication MAPPS, inclusion in regular schools and classrooms, etc. |

| Project Objectives | Activities | Accomplishments YR 01 (1992-1993) | Accomplishments YR 02 (1993-1994) | Accomplishments YR 03 (1994-1995) |
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| | 2) Assisting parents in understanding the special need of their children and how they can help support learning at home and in the community; and<br>3) Assisting families in planning for the futures of their children and recognizing their capabilities. | Summer Institute participants following the Summer Institute have included in their Action Plans specific activities related to:<br><br>1) Involving families in educational program planning and implementation;<br><br>2) Assisting families in understanding the special needs of their children and how they can support learning at home and in the community; and<br><br>3) Planning for the futures of their children with deaf-blindness. | Summer Institute participants following the Summer Institute have included in their Action Plans specific activities related to:<br><br>1) Involving families in educational program planning and implementation;<br><br>2) Assisting families in understanding the special needs of their children and how they can support learning at home and in the community; and<br><br>3) Planning for the futures of their children with deaf-blindness. | Summer Institute participants following the Summer Institute have included in their Action Plans specific activities related to:<br><br>1) Involving families in educational program planning and implementation;<br><br>2) Assisting families in understanding the special needs of their children and how they can support learning at home and in the community; and<br><br>3) Planning for the futures of their children with deaf-blindness. |
| | 3.2 Assist administrators with planning and implementing strategies to include parents of children with dual sensory impairments in parent groups, workshops, meetings, consultations and counseling. | 3.2 Summer Institute participants will work with their administrators to plan & implement strategies to include parents of children with deaf-blindness in parent groups, workshops, meetings and counseling as needed. | 3.2 Continuing efforts in each jurisdiction include:<br><br>1) D-B Resource Specialists providing leadership for support to families;<br><br>2) D-B Resource Specialist working with teachers of D-B students to ensure family support and involvement | 3.2 Continuing efforts in each jurisdiction include:<br><br>1) D-B Resource Specialists providing leadership for support to families;<br><br>2) D-B Resource Specialist working with teachers of D-B students to ensure family support and involvement |
| | 3.3 To involve parents in any on-site technical assistance visit to meet with parent groups, include parents in all workshops or trainings provided by project consultants, and make home visits to meet with parents. | 3.3 No progress this year to date because no onsite follow-up is planned due to lack of funding. However, Summer Institute participants will be actively involved with families to involve them in parent groups, etc., and will make home visits. | 3.3 During each on-site visit by Summer Institute Instructors, home visits were made to meet with families & D-B children. Also D-B Resource Specialists in each jurisdiction are working with families on a continuing basis. | 3.3 During each on-site visit by Summer Institute Instructors, home visits were made to meet with families & D-B children. Also D-B Resource Specialists in each jurisdiction are working with families on a continuing basis. |



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|---|---|---|---|---|
| 4. To provide technical assistance to promote the integration of children with deaf-blindness with children with other disabilities and without disabilities in regular schools, classrooms and communities. | 4.1 Provide intensive training with on-site follow-up and model site visitations to parents and educational personnel responsible for integrated services for students with dual sensory impairments. This training will include:<br>1) information on specific needs of dual sensory impaired students within integrated, community-based programs (cf Goetz, Guess, & Stremel-Campbell, 1987);<br>2) strategies to develop and implement a plan for restructuring to develop an integrated service delivery system appropriate to Pacific Island cultures and locations;<br>3) strategies for effectively involving and supporting parents and families with information on integration and inclusion of their children with deaf-blindness. | 4.1 On-site TA was provided to American Samoa and Ebeye, M.I. by the TA Director during year 01. Jurisdictions were invited to participate in a Honolulu-based training. A "Schools Are for All Kids" two day workshop was provided as a Pre Conference workshop prior to the Pacific Rim Conference in Honolulu in January. The "SAFAK" workshop was held January 11 &12. A team from Pohnpei Department of Education & HeadStart and two Guam SAFAK team members participated . Workshop participation by Pohnpei was supported by Pohnpei state funds.<br>The '93 Summer Institute provided instruction on inclusion strategies as part of the four week Summer Institute. Sixty-six participants throughout Micronesia participated. Action Plans were completed that supported inclusion strategies to be implemented in the jurisdictions. | 4.1 Deaf-Blind Resource Specialists are working onsite to support the integration and inclusion of Deaf-Blind students. Also intensive training on integration/inclusion was provided via the Summer Institute program. Support onsite has been provided by Summer Institute Instructors during their on-site visits during the 93-94 school year. The '94 Summer Institute again focused on integration/ inclusion of Deaf-Blind students. | 4.1 Deaf-Blind Resource Specialists are working in each jurisdiction along with the Sp. Ed. Coordinator to ensure that all children with deaf-blindness are receiving services in the least restrictive environment. Much progress has been achieved in Palau, Chuuk, Pohnpei and the Marshall Islands to service children in schools versus homebound services. Children who have been served in special center programs have been transitioned to regular schools and many are being included in regular classrooms for all or part of the school day. |
| | 4.2 Assist administrative personnel and stakeholders in jointly developing and implementing an LRE/Integration plan to ensure services for students with dual sensory impairments in age-appropriate regular schools and classrooms. | 4.2 The TA Director participated in meetings held in Pohnpei, American Samoa, Guam, and Ebeye to support inclusion efforts for students with deaf-blindness in Pohnpei State. | 4.2 The TA Director continues to work on this plan with administrators in each jurisdiction. Some D-B children are being moved from homebound instructor to instruction in the regular neighborhood school. This is a major effort currently in the Marshall Islands, Palau, Guam, and in Chuuk, FSM. TA Director met with Directors of Education, Special Education Coordinators, Deaf-Blind Resource Specialists and parents to assist them in planning and preparation for inclusive education programs. | 4.2 The D-B Project has been working collaboratively with the Pacific Systems Change Project for Including Students (Partnerships for Inclusive Community, Education Services and Supports). Through this collaboration process plans are being developed and implemented to include children with deaf-blindness in age-approriate classrooms and to ensure interaction with non-disabled peers on an ongoing basis. |

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|---|---|---|---|---|
| | 4.3 To assist school site teams (principals, special education staff, regular education teachers and parents) in developing and implementing integration/inclusion plans and providing training and support to staff to effectively implement strategies to include students with deaf-blindness in age-appropriate, general education classrooms for instruction and interaction opportunities with nondisabled peers. | 4.3 This activity has been redesigned because of a lack of funding to provide onsite workshops by the Guam "Schools Are for All Kids" trainers. Instead, '93 Summer Institute participants were provided instruction, support & materials to support inclusion strategies to implement in schools in their jurisdiction that serve students with deaf-blindness. Mellanie Lee (from San Francisco State University), Summer Institute Instructor, provided the instruction and support needed by the trainees. | 4.3 Inclusion strategies was a part of the course work offered in the '94 Summer Institute. D-B Resource Specialists were provided with instruction and support & materials to develop/adapt and implement these strategies in schools in their jurisdictions that serve students with deaf-blindness. The Guam Summer Institute Instructor team provided the instruction & support needed by the trainees. | 4.3 In collaboration with the PICES project a training institute was co-sponsored in Saipan Aug. 6-11, 1995 "Building Inclusive Practices in Schools and Communities." School-community teams were sponsored to participate. Each team developed a Plan of Action to support inclusive practices in their school and community. Onsite followup TA and training was provided during 94-95. |
| 5. To provide technical assistance to refine, maintain and expand to outer islands a systems in each of the jurisdictions for the ongoing screening, assessment, identification and reporting (annual census of students with Deaf-Blindness) of children and youth who are, or are risk of being, deaf-blind | 5.1 Assist in the development of a plan to expand census activities with the special education coordinators of the jurisdictions that have outer islands where Deaf-Blind screening has not been accomplished to date. These jurisdictions are the Marshalls, (FSM, Chuuk and Yap) and Palau. | 5.1 An on-site visit was made to Chuuk State, FSM by Mary Jo Noonan in March '93 to assist in planning and imiementation of D-B census activities to the outer islands of Dublon, Fefan, Uman, Tol and Patta. Dr. Noonan worked with the Special Education Coordinator and the Summer Institute participants in planning & implementation. Also, during the '93 Summer Institute Team leaders were selected from each of the jurisdictions to coordinate the D-B Census data collection updates refinementand expansion to outer islands. | 5.1 Year 02 planning has focused on the Marshalls, Palau, Chuuk, Yap, and Pohnpei for expanding census activities to the outer islands. On-site visits were made by TA Director and Summer Institute Instructors to provide support for this expansion. As a result, ten new students were added to this year's census report. | 5.1 Provided child-count screening and assessment technical assistance to the Republic of the Marshall Islands for Enewetok Atoll. Three children were identified for the D-B census. Mellanie Lee provided this TA to Enewetok.<br><br>Updated the D-B screening process and supplies/materials to ensure that children on remote outer islands are also included in the D-B Census and receive services. |
| | 5.2 A meeting will be held annually with Special Education coordinators and/or their designated personnel to review and update/revise the procedures as needed. | 5.2 A meeting was held December 13, 1992 with the Special Education Coordinators of the Pacific Rim Basin jurisdiction to review, revise and update D-B census procedures. No problems or concerns were anticipated in regard to this year's Census Process & Reporting. | 5.2 A meeting was held in October 6 & 7 of 1993 with SPED coordinators to review, revise and update the D-B census procedures. This meeting was held incollaboration with the WRRC project meeting that pays travel expenses for coordinators (to keep costs at a minimum). | 5.2 Meetings were held in each jurisdiction with Sp. Ed. Coordinators and D-B Resource Specialists to review, revise and update the D-B census procedures. This was addressed during onsite followup as specified in 1.2. |

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|---|---|---|---|---|
| 6. To continue on going collaboration and cooperation with other Technical Assistance projects,organizations, including Part B and Part H CSPD coordinators and University and Community Colleges to ensure the cost effectiveness and programmatic effectiveness of technical assistance to Pacific jurisdictions. | 6.1 Participate in T.A. planning meetings with T.A. agencies and projects serving the Pacific Basin in order ot share information and collaborate in T.A. activities. These meetings are generally held 2-3 times a year in conjunction with WRRc meetings in order to enable T.A. coordinators to engage in a comprehensive planning effort to ensure that needs are met effectively and efficiently throughout the Pacific Basin. | 6.1 A meeting of TA collaborators was held in conjuction with the Interagency Leadership Conference in Pohnpei State, FSM, March 8-11. | 6.1 A TA collaboration meeting was held Jan. 26th to foster collaborative TA planning & implementing of activities whenever appropriate. Another meeting was held April 12th and 13th in Honolulu for Pacific TA agency providers. | 6.1 TA collaboration was addressed in the Pacific Interagency Leadership Conference held in Honolulu, March 26-31, 1995. All TA collaborators were involved including Part B, Part H and CSPD Coodinators and University and Community College representatives. TA collaborators include: NECTAS, TAPP, WRRC, RR+T Center, RAP, WRFIT, PREL, Hawaii UAP/ Pacific Outreach Initiative (POI) Projects, Guam UAP, Pacific Basin UAP sites in CNMI and American Samoa. |
| | 6.2 Participate in the developmentof a quarterly T.A. calender for the Pacific Basin. | 6.2 The WRRC is now coordinating a TA calendar for the Pacific Basin that reflects all TA activities scheduled. This calendar is revised on a quarterly basis. | 6.2 TA Calendar participation continues. | 6.2 A TA calendar is coordinated and published in the HUAP Pacific Outreach Initiative (POI) "POI TALK" newsletter disseminated quarterly. |
| | 6.3 Participate in regular phone conferences with T.A. agencies and projects serving the Pacific Basin in order to share information and collaborate on T.A. activities. | 6.3 Pacific TA Collaborators have had quarterly teleconferences this fiscal year to share in regarding TA.<br><br>6.4 TA providers have had followup conference calls since the Leadership Conferences on March 24 and June 25 regarding evaluation of the conference and planning for followup TA. | 6.3 TA teleconferences continue in order to share current TA plans & provide updates & plan joint activities. | 6.3 TA Teleconferences continue in order to plan and implement the Pacific Interagency Leadership Conference that supports collaborative TA efforts and interagency efforts in each jurisdiction. |

# Part V

## ERIC ASSURANCE STATEMENT

ERIC ASSURANCE STATEMENT:

This final report has been submitted to ERIC in order for future access. The report will also be available through the Guam DOE.